

<b>Inspection date</b>	14/05/2013
Previous inspection date	26/10/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder uses child-led learning effectively to ensure children are enthusiastic, inquisitive learners.
- The childminder's high expectations of what children can achieve results in them making good progress towards the early learning goals.
- Children gain the necessary skills and attributes to support their smooth transition to pre-school.
- A clear overview of the setting means the childminder plans effectively to improve her practice and the experiences for children.

#### **It is not yet outstanding because**

- The organisation of some resources requires attention and the lack of utilisation of the garden to support learning sometimes curtails children's experiences.
- There is scope to extend the frequency of sharing progress information with other settings children attend.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the conservatory, the main area used by children.
- The inspector spoke to the provider and children at appropriate times during the inspection.
- The inspector looked at documentation related to the management of the setting, children's progress and self-evaluation.
- The inspector took account of the views of parents from information provided by the childminder in questionnaires and letters of recommendation.

## Inspector

Alison Reeves

## Full Report

### Information about the setting

The childminder was registered in 2000 on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. She lives with three sons in a house in Welwyn Garden City, Hertfordshire. Most of the ground floor is used for childminding. The childminder visits local parks, the library and groups. She takes and collects children from a local school and pre-school.

There are currently five children on roll, of whom two are in the early years age group and attend on a part-time basis. School-age children attend before and after school. The childminder provides care each weekday, throughout the year, except for family holidays. She is a member of Professional Association of Childcare and Early Years.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- improve the organisation of resources and utilise the outdoor space to further support children's learning
  
- extend partnerships with other settings to include the regular exchange of information about children's progress and achievements.

## Inspection judgements

### How well the early years provision meets the needs of the range of children who attend

Children are making good progress in their learning and development because the childminder uses her detailed knowledge of individuals to plan effectively for their next steps. She tracks children's progress towards the early learning goals successfully and this enables her to recognize any concerns or areas where children are ahead of expectations. Working with parents, the childminder has recently completed the progress check at age two, which helps to check children are meeting developmental expectations. As a result, parents are informed of their child's learning and it demonstrates that children are achieving well.

Children enjoy a variety of activities that promote learning through play. The childminder uses a child-led approach, which means children are interested and enthusiastic. The extensive range of books has children engrossed in sharing stories that capture their imagination and help them develop their understanding of the world around them. Story-

telling is key to promoting children's language and communication skills and sees them involved in repeating familiar phrases. From talking about caterpillars and wondering what they grow into the childminder and a child use a popular story about a caterpillar to find the answer to their question. Consequently, the child thoroughly enjoys the story, participates well and finding the answer 'they turn into beautiful butterflies'. The childminder is skilled in making the most of learning opportunities. For example, while reading they count the fruit in the story. She encourages the child to count, gives reassurance and helps the child to count the five oranges successfully. The child is therefore able to develop and cement her understanding of number sequences.

Children are well motivated and inquisitive and the childminder pays careful attention to what children do and say. She is close by and sits at their level. This means she can intervene appropriately to ask an open question that extends learning or provide practical support so the child can achieve their aim. For example, when using scissors to cut lengths of pipe cleaner. The childminder helps the child to hold the scissors correctly and apply pressure so the child can cut pieces to the appropriate length. They later use another pair of scissors with the malleable dough which gives the child a further opportunity to develop her skill. Children are well-prepared for transitions to the next stage in learning because the childminder ensure each child has the necessary communication skills, eagerness to learn, and independence to cope in a group setting.

### **The contribution of the early years provision to the well-being of children**

Relationships between the childminder and children in her care are warm and respectful. The childminder takes the time to get to know children and makes sure she has all the relevant information from parents so she can plan, not only for children's routines and care, but their learning as well. This means children feel comfortable, confident and secure. This in turn enables them to explore the resources, be imaginative and feel happy and at home.

Children develop their knowledge and skills in self-care. They know why they wash their hands before eating and after messy activities because the childminder includes the explanations in conversations. This successfully promotes children's well-being. Children behave well, they are cooperative and like to work with the childminder engaging her in their chosen activities. For example, when using the dough the child makes a snow man from two balls, she successfully attaches them together and explains what she has done, but that she needs the childminder's help to make the hat and scarf.

Children eat a broadly healthy and nutritious range of foods. The childminder and parents both supply foods depending on individual requirements and circumstances. Active outdoor play is included in activity plans and the childminder makes good use of local parks and play areas. However, the garden is not currently used because a number of safety issues require addressing. Consequently, this area cannot be used as part of the learning environment and can curb spontaneous exploration of the natural world. Resources are extensive, but attention needs to be given to their organisation so children can easily access the items they need independently.

Children have a good understanding of their own safety and the risks in the environment. They move with care in the home and handle tools, such as the scissors with care. This is because the childminder supports their developing understanding by using appropriate explanations when giving instructions and taking the opportunity to discuss safety with children when they play. Children are well-prepared for the move to pre-school or nursery because the childminder helps them to develop the necessary confidence and independence skills needed.

### **The effectiveness of the leadership and management of the early years provision**

The childminder has a secure knowledge of the requirements of the framework for the early years foundation stage. She is skilled in helping children to learn through play and uses highly appropriate techniques. As a result, she knows where children are in their development, where they are moving on to with their next steps and how this can be achieved through purposeful, planned activities.

Children are safeguarded because the childminder is secure in her knowledge of child protection, which is developed through training. She has carried out a risk assessment on her home and for a number of frequent and special outings. As a consequence, children's safety is prioritised and they play in areas that do not pose a hazard. All adults in the household have undergone the relevant checks to ensure their suitability.

The childminder has developed relationships with parents, some of which have been established for many years. This means there are meaningful partnerships that support continuity for children in their care and learning. The childminder frequently talks to parents about their child keeping them informed of new achievements. Parents comment favourably on their child's progress when reviewing the learning journey book that record children's achievements. The childminder has a good support network of other childminders with whom she shares practice issues. She has attended the local children's centre and is well known at the local pre-school. However, she has not developed this relationship fully to routinely include sharing progress information on a regular basis. Therefore continuity of learning experiences between the settings is not fully consistent.

The childminder has kept up to date with training on safeguarding, paediatric first aid qualification and the Early Years Foundation Stage. This enables her to meet the Statutory Requirements of the Early Years Framework, putting children first. The childminder reflects on her practice identifying the strengths and areas for development in her practice. She includes the views of parents using questionnaires and through their frequent discussions. Children's views are actively sought by the childminder who values their opinions in shaping her service.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	129215
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	817861
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	5
<b>Number of children on roll</b>	2
<b>Name of provider</b>	
<b>Date of previous inspection</b>	26/10/2011
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.



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